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ABSTRACT

The assessment battery is intended to establish the mentally retarded child's highest level of performance in each activity as a prerequisite to and planning aid for the development of an occupational therapy-based home training program designed to stimulate the child to operate at maximum ability levels. The battery, with a graduated rating system, encompasses the following six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and activities of daily living. General and itemized instructions for administration and scoring, and an indication of testing equipment needed, are given. The battery is designed to assess the basic skills of children functioning at levels from 3 months to 6 years of age. See EC 033 393 for a description of how the results of the assessment battery are used in planning the home training programs. (KW)

ED055380

HOME CARE AND MANAGEMENT

OF THE

MENTALLY RETARDED CHILD

ASSESSMENT BATTERY

Shirley German Vulpe

EC 033 394E

NATIONAL INSTITUTE ON MENTAL RETARDATION

OF THE

CANADIAN ASSOCIATION FOR THE MENTALLY RETARDED

ASSOCIATION CANADIENNE POUR LES DÉFICIENTS MENTAUX

ED055380

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BASIC SKILLS ASSESSMENT

(For Children Functioning from Three Months to Six Years of Age)

SHIRLEY GERMAN VULPE, B.Sc., Reg. O.T., M.C.A.P.T.

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INTRODUCTION

The essential feature of this assessment is its adaptability to the needs of the child and the examiner. The aim is to establish and organize all of the material felt to be necessary for planning an individualized program for the child. To establish the child's highest level of performance in each activity the examiner is required to adapt the environment, the activities and his approach according to the needs of the child. Organization of the material is achieved by arranging the assessment items into sections and providing a means of recording the information in a form readily available for planning programs.

The assessment items are arranged in 6 sections.

1. Basic Senses and Functions.
2. Perceptual - Motor Skills.
3. Fine - Motor Skills.
4. Gross - Motor Skills.
5. Activity of Daily Living Skills.
6. Behavioral Skills.

Each item in each section is numbered. When recording the child's performance on the score sheets, enclosed at the end of the assessment, this number is used to indicate the activity. For ease in scoring and recording, the most suitable way of administering the assessment is in the prepared order.

All stenciled sheets required for the assessment are included with the list of suggested equipment. The equipment is suggested, but the examiner may adapt the equipment to the needs of the child or himself and use different equipment to test for the same skills.

In addition to the following general instructions for all sections, parts 1, 2 & 6 have itemized directions.

The evaluation is begun by presenting the activities as each sections' instructions indicate. If the child does not succeed with this manner of presentation the examiner adapts the situation using the rating scale as a guide line (see following page) until the maximum performance possible is elicited from the child in this activity or behavior skill.

Sections 2 and 6 have no age levels assigned to the activities within them, therefore all items are tested except where age restrictions are indicated. Items in sections 3, 4 & 5 are grouped in age levels. Therefore if a mental age has previously been assigned to the child, the examiner starts at the mental age indicated and works down in age levels until the child accomplishes every item within an age grouping, without assistance of any kind.

The examiner then works up in age levels until the child is unable to achieve any items and is not interested in any items despite modifications.

If no mental age has been assigned, the child's chronological age is used as a starting point in sections 3, 4 & 5.

RATING SCALE

A. No.-No interest or inadequate motivation including undefined sporatic interest and or physical incapacity.

B. Attention - Any definable indication of attention to any part of the activity but no active participation and or insufficient physical abilities.
   (i) intermittent - occasional fleeting interest in parts of activity.
   (ii) focused - maintained interest in whole activity.

C. Physical Assistance - Child's active participation in activity when environment, presentation and or activity is modified to any degree;
   (i) physical contact with child - touching child in any way for any purpose e.g. stabilization or passive movement to give the child the feeling of a desired movement.
   (ii) physical contact with media - touching media in any way for any purpose e.g. holding or guiding the equipment as he attempts the task or demonstration of use of media.
   (iii) modification of environment - any manipulation of the environment which changes child's ability to perform skills - e.g. structuring by removing extraneous stimuli.
   (iv) modification of relationship - any change in manner of relating to child which changes his ability to perform skills - e.g. eliminating all frustration for a child or being quiet, calm and extremely organized in approach or tolerating inappropriate behavior for a specific reason.
   (v) modification of media - any adaptation of media which changes ability to perform skill - e.g. larger beads and stiffer string for bead threading, straps to hold feet onto bicycle pedals.

D. Verbal Direction - Performs activity alone but requires additional verbal instructions and or reinforcement.
   (i) simple instructions - short, frequent step by step one or two word directions
   (ii) complex instructions - repetition of original directions, including several steps of the task.
   (iii) positive reinforcement - short frequent one or two words of praise at each appropriate step of the task.
   (iv) negative reinforcement - short, frequent one or two word commands indicating incorrectness of approach or performance at appropriate steps of the task.

E. Independent In Familiar Situations - Performs activity with no assistance within familiar surroundings or with familiar media.

F. Independent - Ability to perform same tasks, demanding equal skill in different forms and contexts.

   (i) environment - able to perform task regardless of milieu

   (ii) media - able to perform task using unfamiliar media

METHOD OF SCORING

SECTION 1

This section is not scored using the rating scale. The observations and results are recorded in the space provided on the front page of the Score Sheet. An estimate of the effect of any deficits in this area on the child's performance in this area or the child's performance in any skill areas is included in the section titled, Impressions.

SECTIONS 2, 3, 4, 5, & 6.

All the items tested in these divisions are marked under the date of the assessment, on the page provided for each section. The number of the activity is recorded in column headed Activity No. In the rating column the examiner marks the appropriate letter and number beside the activity number. If this is the child's maximum performance allowed by his physical disability the letter M is also included. Any further comments about the performance are included in the comments column. Behavior and activities are rated according to the amount and type of assistance required to achieve successful performance or appropriate scores or responses.

IMPRESSSIONS - This section includes: Comments on the response of the child to the test situation; estimates of the validity of the test results; an opinion of contributory causes for any impaired functioning indicated by the assessment.

SUMMARY - The summary includes the results of the child's total range of performance in each skill area, from the age level in which he is achieving every item to the age level in which he is achieving no items. It then describes briefly the conditions under which the child appears to be functioning at his best or which improve his ability to perform in deficient areas.

RECOMMENDATIONS - This section includes suggestions for further management, other assessments indicated, type of treatment suggested or referral to another source. If treatment in Occupational Therapy is indicated the aims are briefly outlined.

SUBSEQUENT ASSESSMENTS - These are graded in the appropriate columns under the date of the assessment. The impressions, summary & recommendations are written in the same manner except that the summary statement makes a comparison of the child's performance with the previous assessment specifically mentioning areas of progress or lack of it.

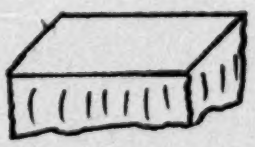
SKILL PROFILE - The skill profile is filled in after each assessment if the child is to be treated in Occupational Therapy. The numbers of activities tested in each section are filled in at the bottom of the graph for that section, one number for each line. A dot is placed at the intersection of the skill number and the level of the child's performance in each activity. (A-F). The dots are joined, forming a line which illustrates the pattern of functioning in that area. Initial assessments are plotted in red; subsequent assessments in blue, green and orange.

TREATMENT PROFILE - If Occupational Therapy is recommended, the treatment profile is filled out after analysis of the assessment performance and the child's Skill Profile. The treatment goals are then recorded, with the media proposed for training recorded beside them. The child's performance on the task is rated, with appropriate letter and number, after each treatment session. Any further comments necessary are recorded in the comments section with the date of the note.

OCCUPATIONAL THERAPY ASSESSMENT

EQUIPMENT NEEDED

1. Peg and Rings - 6 graded rings with graduated peg - Play School Toys
2. Single inset Fruit Puzzle - Sifto Toys
3. Milkman Puzzle - 14 pieces - Sifto Toys
4. Co-ordination Board - Basic Form Board - Sifto Toys
5. Barrels - Billy and his Seven Barrels - Kiddicraft Toys
6. Colour Peg Board - Coloured button-type pegs
7. Fine Peg Board - 1/4" pegs.
8. Doll - large with clothes - boy or girl
9. Red Plasticene Pellets - 1/16", 1/8", 1/4", 1/2"
10. Blocks - 1/2" in diameter - at least 9, with center holes
11. Books - "All by Himself or Herself" - by: May Clark - A. Plakie, Product, Youngstown, Ohio.

    "Zippy the Chimp" - Lee Ecuymer - Rand McNally & Co., Chicago, Ill.
12. Crayons - large diameter and small.
13. Scissors - blunt end
14. Paper - 4" x 4", 8" x 6".
15. Diamond Form - cardboard or wooden
16. Montessori Graded Cylinders - graded height - graded width
17. Bubbles
18. Beads - 1/4" in diameter (square)
19. Building Beakers - Hilary Page (England)
20. Ayres Skirtboard  Examiner sits here in back

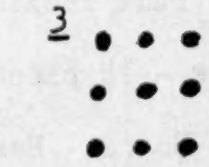
    Child sits in front, puts hands under skirt.
21. Bag of Familiar Objects - 2 toothbrushes, 2 spoons, 2 combs.

OCCUPATIONAL THERAPY ASSESSMENT
Equipment Needed (Continued)

22. Sound Blocks - Montessori

23. Stencil of circle, square and cross - heavy cardboard.

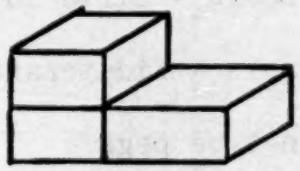
24. 3 pages with dots on them. 1 2 3



25. Picture of "Happy" and "Sad" face.

26. Large Ball.

27. Pictures of Blocks -



28. Child's Sweater.

29. Child's pair of shorts or pants.

30. Pictures of Winter, Summer, Spring and Fall.

31. Pictures of Day and Night.

32. Paper with forms and letters to copy.

33. Busy Box - Kohner Toys.

34. Cerebral Palsy Kindergarten chair.

35. Picture of Basic Shape House.

SECTION I

BASIC SENSES AND FUNCTIONS

These items are not tested if they have been included on any previous report on the child. These items are not graded. Record all results on front page of report, where indicated.

ITEM & EQUIPMENT USED	INSTRUCTION
1. Visual Acuity. Plasticine pellets. 1/16", 1/8", ¼"	1. Instruct child to pick up the small ball. Present smallest pellet to the child first. Present others as necessary.
2. Hearing. Montessori Sound Blocks.	2. Rattle sound blocks out of sight of child. Watch child to see if he reacts to noise. Start with soft block. Work to loudest block if necessary.
3. Tactile. a) Deep Touch. Ayres Skirt Board. b) Light Touch. Ayres Skirt Board. Cotton Batten. c) Extinction Phenomena. d) Reaction to Tactile Stimuli.	3. a & b - Child's hands under skirt board. a) Push into palm of child's hand with finger. Tell him to point to where you touched him or observe child's reaction to your touching him. b) Brush palm of child's hand with cotton. Tell him to point to where you touched him or observe if child reacted to touch. c) Touch child in following places. Ask him to show you both places you touched him. c. (i) face and hand same side. (ii) arm & leg, opposite side. (iii)face & hand opposite sides. Not suitable for children under 3 years. d) Observe child's reaction to tactile stimuli of items 3a, b & c. Does he 1. Become hyperactive. 2. Become distractible. 3. Avoid stimulation. 4. Tolerate stimulation.
4. Muscle Tone.	4. Test of child's muscle tone appears normal hypertonic or hypotonic by passively moving upper and lower limbs.
5. Muscle Strength. Gross & fine motor activities.	5. Observe if child's muscle strength appears normal or weak.
6. Range of Motion.	6. Test whether range of motion in major joints of body is normal or abnormal. If abnormal, measurement of involved joints with goniometer is indicated. These results would be added on an additional sheet. Measurement to be done by qualified therapist or M.D.
7. Neurological Activity.	7. Only tested if Muscle Tone or Muscle Strength are noted to be abnormal. Testing to be done by qualified therapist or M.D. If not tested fill in "not tested" on score sheet.

a) Spinal Reflex Activity.

(1) Extensor Thrust.
(2) Flexor Withdrawal.
(3) Crossed Extension.

b) Tonic Reflex Activity.

(1) Asymetrical tonic neck right, left.
(2) Symetrical tonic neck.
(3) Tonic labyrinthe reflex.
- supine (increased extensor tone).
- prone (increased flexor tone).

c) Automatic Movement Reactions.

(1) Moro reflex.
(2) Landau reflex.
(3) Protective extension of arms.

d) Righting Reactions.

(1) Neck righting.
(2) Labyrinthe righting on head.
(3) Body righting on body.
(4) Amphibian.
(5) Optical righting.

e) Equilibrium Reactions.

(1) In prone.
(2) In supine.
(3) 4 pt. kneeling.
(4) Sitting.
(5) Kneel standing.
(6) Squatting.
(7) Standing-hopping.
-dorsiflexion.
-see-saw.

f) Oral Reflexology.

(1) Rooting reflex.
(2) Mouth opening.
(3) Lip reflex.
(4) Biting reflex.
(5) Sucking reflex.
(6) Chewing reflex.

g) Negative Symptoms.

(1) Swallowing reflex.
(2) Pharyngeal reflex.
(3) Palatal reflex.

7. Test reflexes using Reflex Testing Methods for Evaluating C.N.S. Development, by Fiorentino. Charles C. Thomas, 1963.

7. f & g - Test as delineated in Principles of a Reflex Therapy approach to Cerebral Palsy. Edward D. Mypak. Bureau of Publication, Teachers College, Columbia University, 1963, and Dysarthria & Oropharyngeal Reflexology a review. J. Speech & Hearing, Dec. 28, 1963, 252-260.

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8. Balance Gross Motor Activities	8. Observe if the child's balance is good or poor within his functioning level.
9. Crossing Midline	9. Ask child to draw a line from one side to the other on chalk board, not moving feet. Observe if child avoids crossing midline by changing hands or moving feet or rotating body.
10. Dominance: Hand and Foot a) Fine Motor Activities-hand Gross Motor Activities-foot b) Agreement of hand-eye-foot dominance. Eye tube of paper.	10a. Observe child's preferred hand in fine motor activities. Observe child's preferred foot in gross motor activities. Dominance is established if he has a consistent preference. b. Test (b) if 10 (a) is mixed. Have child look through rolled piece of paper.
11. Fine Motor Control Fine Motor Activities	11. Does child have good or poor control of his hands in fine motor activities which are within his functioning level?
12. Gross Motor Control Gross Motor Activities	12. Does child have good or poor control of his hands in gross motor activities which are within his functioning level?

PLAY

Observations Made During Assessment and Questions to Mother

AGE LEVEL	DESCRIPTION OF PLAY
1.6 years	Very rapid shifts of attention. Gross motor activity-gets into everything, pulls toys, hugs dolls or teddy bears. Imitates familiar household activities. Solitary onlooker play.
2.0 years	Does not ask for help. Plays with domestic mimicry. Less rapid shifts of attention. Manipulating-feel, pat, pound. Interest in dolls, teddy bears, beads, blocks and wagon. Parallel play.
3.0 years	Names own spontaneous drawing. Dramatization enters play. Interest in combining play things. Likes to play with others and can wait his turn. Puts away toys with some supervision. Initiates own play activities.
4.0 years	Differentiates directions. Likes to dress up. Names drawings. Constructive use of material. Questioning at play. Dramatizes experiences. Increase in activity. Stays with age appropriate activities until completed.

PLAY CONTINUED

AGE LEVEL	DESCRIPTION OF PLAY
5.0 years	Conversation geared to reality. Likes to work on specific project and wants to finish what he started. Fond of cutting out and pasting. Plays in groups. Interest in going on excursions, and competitive games.

LANGUAGE

This is marked by observing the child's language and by questioning the mother.

AGE LEVEL	ACTIVITY
1.0 year	Some comprehension Use of vocalization projectively (goal directed)
18 months	Projective vocalization with gesture Uses some words meaningfully
2.0 years	Uses short phrases (non automatic) Names 3-5 pictures
3.0 years	Conservation loop, conversation ability Sentences and questions, Gives full name and sex
4.0 years	Vocabulary increasing, conversation established
5.0 years	Uses complete structure and form-syntactically correct. Articulation improved but not perfect
	DEPENDENCE-INDEPENDENCE
0-1 years	Reaches for familiar persons and demands personal attention.
1-2 years	Plays with other children
2-3 years	Avoids common dangers
3-4 years	Performs for others
4-5 years	Goes about neighbourhood unattended
5-6 years	Is trusted with money Goes to school alone.

SECTION II

PERCEPTUAL MOTOR SKILLS

AREA TESTED-EQUIPMENT USED	INSTRUCTIONS
Visual Field - Bubbles or Ball on String	
Near 1. Eye Following Vertical Line. 2. Eye Following Horizontal Line. 3. Eye Following Diagonal Line. 4. Eye Following Circular Pattern. Far 5. Eye Following Vertical Line. 6. Eye Following Horizontal Line. 7. Eye Following Diagonal Line. 8. Eye Following Circular Pattern. 9. Convergence.	1. - 8. blow bubbles, catch one on a stick. For 1-4, move bubble on stick one foot from face in vertical, horizontal, diagonal or circular pattern. For 5 - 8 move bubbles in required pattern 3 feet from the face. Child is instructed to watch only with his eyes and not to move his head. 9. Instruct child to watch bubble as you move it towards the bridge of his nose. Child is again instructed not to move his head.
Visual Discrimination of Shape. Co-ordination Board & Single inset - Fruit Puzzle.	
10. Ability to match geometric shapes. 11. Ability to match object shapes. 12. - 17. Ability to reproduce basic shapes, paper, pencil-stenciled sheet with basic shapes. See Attached Sheet.	10., 11. Give child puzzle. Instruct to take pieces out and put back in. 12. - 17. Have child copy drawing of / — ○ + □ △ Grade his performance by his perception of basic shapes.
Visual Discrimination of Size.	18. - 21. Present toy to child. Tell him to take it apart and put it together.
18. Aware of Size Differences. Stacking Rings.	18. Note if child is aware of ring being in wrong place or, if he puts it together incorrectly.
19. Aware of Bigger & Smaller Barrels.	19. Note if child tries to fit bigger barrel into smaller barrel.
20. Size Sequence. Stacking Cups.	20. Note if child tries to fit large cup into small one. Note if child takes cups in order of size.
21. Size Sequence Depth. Montessori Board Depth.	21. Note if child places cylinders into correct holes in sequence.

22. Size Sequence Depth & Width. Montessori Board Depth & Width.	22. Note if child places cylinders into correct holes in sequence. When toys are dismantled, ask him to show you the biggest and smallest piece of each toy. If he is successful ask him to show you the middle or medium one.
Visual Discrimination of Colour.	
23. Matching colours. Co-ordination board.	23. Instruct child to match colours of the shapes on the co-ordination board.
24. Sorting Colours. Colour peg board.	24. Pick out red peg from box of pegs, ask child to find another one like this. Repeat with blue, green, yellow and orange. Then instruct child to place pegs in board in rows of colours.
25. Naming Colours. Colour peg board.	25. Ask child name of colour you have selected, if he was successful in #23.
Eye-Hand Coordination.	
26. Vertical-Sheet with dot. 27. Horizontal-Sheet with dots. 28. Diagonal-Sheet with star.	26. - 28. Instruct child to join dots on paper making lines or star. If he is unable to do 26 or 27, do not ask him to do 28.
Non Verbal Integration.	
29. Simple-Duck Puzzle 6 pieces. 30. Complex-Milkman Puzzle 14 pieces.	29. - 30. Give duck puzzle to child. Observe how he does it. If he does it easily, give him milkman puzzle.
Stereognosis. Tactile. Ayres Board. Bag of familiar objects. 31. Comb. 32. Spoon. 33. Toothbrush.	31. - 33. Place one set of objects on top of Ayres Board. Have child name or match or point to objects on command. If he cannot do this do not administer test. Have child place hands under skirt board. Hand him comb, spoon & toothbrush under board into dominant hand. Tell him to point to or tell you what he has in his hand.
Auditory.	
34. Ability to match sounds. Montessori Sound Blocks.	34. Rattle loudest and softest sound block. See if the child can match the sound. Give him two blocks from the other box, to choose from.
35. Ability to grade sounds. Montessori Sound Blocks.	35. Ask child to arrange blocks in order - loudest to softest.
36. Auditory Foreground. Background.	36. Note child's ability to function with background noises.
37. Auditory Foreground. Background.	37. Ask child to reproduce simple tune (do-re-me)

Body Concept, Body Image, Body Awareness	
38. Intellectual knowledge of names of body parts (doll).	38. Ask child to name parts of body you point to on doll or himself.
39. Special relationships of body parts to each other. Paper and pencil.	39. Ask the child to draw a picture.
40. Boy or girl puzzle.	40. If child cannot draw, ask him to assemble puzzle of boy or girl.
41. Body in Space. Obstacle course of chair and table.	41. Ask child to follow you up onto chair, down to floor, under table and around chair and table.
42. Relationship of body Parts to Objects in Space. Child's pullover or doll with clothes.	42. Ask child to put on sweater or ask him to put sweater on doll.
43. Awareness of Emotional Expressions and Effect. Picture of crying and of laughing child.	43. Ask child what the girl is doing and why, what the boy is doing and why.
44. Kinesthetic body Awareness - Gross.	44. Have child shut his eyes. Move his arms out to the side and down. Ask him to repeat the movement you did.
45. Kinesthetic body Awareness - Fine.	45. Have child shut his eyes. Bend and straighten his index finger. Ask him to repeat the movement. Not suitable for children under 3.
Position In Space - Language	Child in standing, ask him to -
46. Up.	46. Put his hands up.
47. Down.	47. Put his hands down.
48. In front.	48. Put his hands in front of himself.
49. Behind.	49. Put his hands behind himself. Child is sitting, ask him to -
50. Over.	Put his hands over his head.
51. Under.	51. Put his hands under his chair.
52. Out to the side.	52. Put his hands out to the side.
53. Right.	53. Show me your right hand.
54. Left.	54. Show me your left hand.

Spatial Relationships.	
55. Red, blue, yellow blocks.	55. Arrange blocks in front of child red on blue. Yellow on right side of blue. Hand child picture of blocks in front of him. Children 3 and up.
56. Picture of house. See Attached Sheets.	56. Ask child to draw a house the same as the picture of the house. Children 4 and up.
Fine Motor Control.	
57. Busy Box.	57. Instruct child to press the button on the cat's nose with each finger of both hands. Demonstrate first.
58. Stencils of circle. 59. Stencil of square. 60. Stencil of cross.	58. - 60. Give child stencil. Ask him to make shape pushing against the cutout edge of stencil. Make a circle, square or cross. Do not continue if unsuccessful with previous stencil.
61. Diamond form.	61. Give child a diamond form. Instruct him to trace around it. Do not test if he could not do the stencils.
Motor Planning.	
62. Ball passing.	62. Sit next to child, demonstrate passing ball from right to left hand, under knee. Instruct child to copy you.
63. Ball rolling.	63. Instruct child to hit simple target arranged 4' away. Demonstrate.
Numbers & Quantity.	
64. One versus many. Peg board.	64. Give child box with 10 pegs in it. Ask him to put one peg into the board.
65. One versus two. Peg board.	65. Give child box with 10 pegs in it. Ask him to put two pegs into the board.
66. Counting to 10.	66. Ask child to count to 10.
67. Reciting numbers to 30.	67. Ask child to count as high as he can.
68. Concept of 6.	68. Ask child to put 6 pegs in the board.
Concept of Time.	
69. Day & Night. Card pictures of Day & Night.	69. Show child cards of day and night. Ask him to point to card that is night time. Ask him to point to card that is day time.
70. Seasons. Cards with pictures of 4 seasons.	70. Not suitable for children under four. Ask child to point to picture of winter, summer, spring & fall.

Object Recognition	
71. Names familiar objects - Zippy the Chimp.	71. Ask child to name point to or match pictures of objects in the book. Toys, clothes, eating utensils, T.V.
72. Recognizes object described in terms of use. Zippy the Chimp.	72. Point to glass, toothbrush, and shoes. Describing their use ask child to identify them.
73. Story comprehension. Zippy the Chimp.	73. Tell story of Zippy the Chimp. Question child about it to see if he understood. 3 years and up.

SECTION 3: Fine Motor Skills.

All items are tested by watching the child do the activities specified. Activities in which the child has been successful in any previous testing are marked at appropriate age levels and not repeated unless their validity is questioned.

FINE MOTOR SKILLS

AGE LEVEL	#	ACTIVITY
3-Months	1.	Holds toy activity (1½" peg)
	2.	Arms activate on sight of toy
	3.	Symetrical head and arm posture (supine)
6-Months	4.	Reaches purposefully
	5.	Transfers object
	6.	Drops object
9-Months	7.	Extended reach and grasp
	8.	Opposed grasp
1-Year	9.	Voluntary release
	10.	Brings one block over another
	11.	Deft prehension
	12.	Rolls ball imitatively
	13.	Puts cube in container
18-Months	14.	Builds 3-block tower
	15.	Places peg in hole (1" peg)
	16.	Turns 2-3 pages at a time
	17.	Picks up crayon and scribbles
2-Years	18.	Builds 6-block tower
	19.	Builds 3-block train, or imitation
	20.	Turns 1 page at a time
	21.	Throws ball inaccurately
	22.	String beads
	23.	Imitates vertical stroke
	24.	Unscrew barrels
	25.	Snips with scissors (1 hand)
	26.	Holds crayon with fingers and scribbles with circular and angular strokes
	27.	Imitates folding paper
3-Years	28.	Builds 9-block tower
	29.	Builds 3-block bridge
	30.	Imitates horizontal stroke
	31.	Imitates circular stroke
	32.	Picks up small objects
	33.	Handles crayons in adult manner.
	34.	Scribbles in response to "Draw-a-Man"
	35.	Cuts with scissors (1 hand)
	36.	Trace a diamond
4-Years	37.	Copy a cross
	38.	Pick up a block with thumb and median finger
	39.	Folds paper 3 times with creases
	40.	Draws without scribbling and names drawing
	41.	"Draw-a-Man" takes on form
	42.	Copy a circle
5-Years	43.	Imitate a square
	44.	Copy a triangle
	45.	Print a few letters
	46.	Draw a recognizable man, body, extremities, face
	47.	Fold paper square 2 times on the diagonal, after demonstration
	48.	Imitates bead pattern by shapes
	49.	Use scissors
	50.	Colour within 1" area

See Attached Sheet

SECTION 4: Gross Motor Skills.

All items are tested by watching the child do the activity mentioned.

AGE LEVEL	#	ITEMS
3-Months	1.	Head compensates when held in ventral suspension
Prone	2.	Lifts head when resting on forearm
	3.	On verge of rolling to supine
	4.	Head rotates and extends
Supine	5.	Symetrical head and arm posture
	6.	Rolls part way to side
Supported Sitting	7.	Slight head lag when pulled to sitting
	8.	Head steady, lumbar curve
Supported Standing	9.	Bears small fraction of weight on legs briefly
6-Months	10.	Legs and arms extended, weight on hands
Prone	11.	Lifts arm with stimulation
	12.	Rolls to supine
	13.	Brings one knee forward beside trunk - doesn't lift abdomen
	14.	Circular pivoting
Supine	15.	Lifts head
	16.	Rolls to prone
Supported Sitting	17.	Lifts head and assists in pull to sitting
	18.	Holds head erect when leaning forward
6-Months Cont'd	19.	Sits momentarily, leaning on hands
Supported Standing	20.	Bears large fraction of weight on legs and bounces
9-Months	21.	Assumes hand-knee creeping position
Prone	22.	Creeps on all fours or hitches on buttocks
Sitting	23.	Sits indefinitely unsupported
	24.	Assumes sitting position without assistance
Standing	25.	Pulls to standing at rail or furniture
	26.	Lowers to floor at rail or furniture
12-Months	27.	Assumes and maintains kneeling balance
	28.	Pivots in sitting
	29.	Cruises at rail
	30.	Walks with one hand held.
15-Months	31.	Walks alone several steps
	32.	Falls by sitting
	33.	Creeps or hitches upstairs
	34.	Rises to standing independently and walks

GROSS MOTOR DEVELOPMENT (CONTINUED)

AGE LEVEL	#	ITEMS
18-Months	35.	Walks alone, seldom falls
	36.	Upstairs one hand held
	37.	Seats self in small chair
21-Months	38.	Upstairs holding one rail step tap pattern.
	39.	Downstairs one hand held step tap.
	40.	Squats in play
2-Years	41.	Runs fairly well, no fall
	42.	Upstairs and downstairs alone, step tap.
	43.	Kicks on command in standing.
	44.	Throws ball, takes one or two steps before & after
	45.	Walks sidewards
	46.	Walks backwards
	47.	Turns freely
3-Years	48.	Walks on tiptoe
	49.	Runs on toes
	50.	Rides tricycle
	51.	Jumps on both feet
	52.	Upstairs alternating feet
	53.	Momentary one foot stand
4-Years	54.	Downstairs alternating feet last few steps
	55.	One foot standing 4-8 sec.
	56.	Skip on one foot
	57.	Throw ball by shifting weight before throw poor height control
5-Years	58.	Skips with alternating feet.
	59.	One foot standing balance, 8 sec. plus
	60.	Walking board, full length
	61.	Down steps, reciprocal
	62.	Hops
	63.	Walks on heels
6-Years	64.	Jumps from 12" high lands on toes.
	65.	Stands on alternating feet, eyes closed.
	66.	Advanced throwing
	67.	Stands on one foot, no support, eyes closed 10 seconds
	68.	Uses skates, sled and wagon.
7-Years	69.	Crouch on toes, knees bent 45°, arms out at sides, shoulder high, eyes closed, 10 sec.
8-Years	70.	Sit at table, hands in fist except first finger. Tap right foot and right finger on floor and table at same time, then left side, maintain rhythm for 20 seconds.

SECTION 5: ACTIVITIES OF DAILY LIVING

All these items are checked by questioning the mother. They are tested more thoroughly if the reporting indicates that the child is performing considerably above or below the levels he achieved in the rest of the testing.

DRESSING

AGE LEVEL	#	ITEM
18-months	1.	Removes socks.
2-years	2.	Removes shoes (unlaced)
	3.	Removes pants (assist over hips)
	4.	Helps in dressing pushes, pulls, finds armholes.
3-years	5.	Unbuttons medium shirt buttons
	6.	Unlaces shoes.
	7.	Removes clothing completely if not fastened
	8.	Puts on underpants
	9.	Puts on shoes
4-years	10.	Puts on socks.
	11.	Buttons large buttons on shirt.
	12.	Laces shoes.
	13.	Dresses and undresses with little assistance
5-years	14.	Buttons medium buttons
	15.	Dresses self, except small fastenings
	16.	Is careful about how he looks
6-years	17.	Ties bows on shoes.
	18.	Buttons small buttons.

FEEDING

9-months	19.	Finger feeding.
1-year	20.	Grasps spoon.
	21.	Chews food.
18-months	22.	Fills spoon with food
	23.	Lifts cup and drinks well.
2-years	24.	Drinks from cup or glass
	25.	Feeds self with spoon
	26.	Needs some help likes to dawdle and play.
3-years	27.	Feeds self independently
	28.	Pours well from pitcher
	29.	Interested in table setting
	30.	Frequently gets up
4-years	31.	Feeds self with fork.
	32.	Drinks through a straw
	33.	Talks and eats and rarely gets up.
5-years	34.	Eats rapidly.
	35.	Very social and talkative
6-years	36.	Spreads with a knife.

SECTION 5: ACTIVITIES OF DAILY LIVING

TOILET & GROOMING

AGE LEVEL	#	ITEM
2-years	37.	Washes and dries hands partially
	38.	Asks for toileting
3-years	39.	Washes & dries hands
	40.	Responds to toilet routine
4-years	41.	Brushes teeth
	42.	Washes and dries face
	43.	Responsible for toilet
5-years	44.	Doesn't mention toileting
6-years	45.	Combs or brushes hair
	46.	Blows and cleans nose

PLAY	#	ITEM	INSTRUCTIONS
3-18 months	47.	Solitary play	47. - 50. Observe child in free play period for last 15 minutes of the assessment. Question mother about play habits at home.
18-months-3 years	48.	Parallel play	
	49.	Group play.	
	50.	Play affect.	

SECTION VI

BEHAVIOR & WORK HABITS

TYPE OF BEHAVIOR	INSTRUCTIONS
1. Reaction to tasks.	1. Observe child's motivation and response to activities presented to him which are within his capabilities.
2. Frustration tolerance.	2. Observe tolerance of activities which are difficult for him and of limitations on behavior.
3. Reaction to frustration.	3. Observe child's reaction to frustration in activities and limits set for him during assessment. Does he react? Does he accept help? Does he ask for help? Does he require that you anticipate his needs? Does he withdraw? Does he become aggressive?
4. Ability to separate from parents.	4. Observe the child's ability to separate from the parent and work with the tester. Are there any separation rituals? How does the parent react to someone else relating to and working with the child?
5. Ability to organize and work independently.	5. Observe child's ability to organize his approach to activities within his range of abilities. Is he dependent, does he become anxious, provocative or destructive when not given attention?
6. Pattern of activity level.	6. Is the child appropriately active during testing or does he tend to hyper or hyperactivity or does he fluctuate between the two?
7. Appropriate reaction to change.	7. Can the child change activities easily or does he have difficulties transferring from one activity to another, does he become anxious, rigid, perseverate, resist or passively accept changes?
8. Freedom from habit symptoms.	8. Observe if child exhibits bizarre rocking head movements, thumb sucking, twirling of objects, stereotype plays, tics etc.
9. Ability to share attention in group.	9. Ask parent if child can share attention with other children, and under what conditions he does so and/or observe child in group situation.
10. Ability to follow group routine.	10. Ask parent if child can co-operate in following family's daily routine and under what conditions he does so and/or observe child in group situation.

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TYPE OF BEHAVIOR	INSTRUCTIONS
11. Reaction to adults.	11. Observe child's reaction to parents and tester. Does he respons appropriately or does he over or under respond?
12. Reaction to peers.	12. Ask parent about child's interaction with peers and/or observe child in group situation. Is his response appropriate or does he over or under react?
13. Ability to mobilize appropriate affect.	13. Observe child's reactions and affective expression to various events throughout assessment such as expressions of anger or grief or fear. How does he mobilize and channel affect.

WHAT IS THIS GIRL DOING?

WHY?

WHAT IS THIS BOY DOING?

WHY?

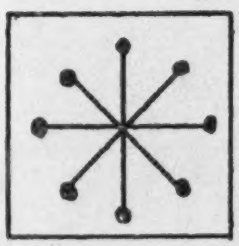
JOIN DOTS, 1. HORIZONTAL, 2. VERTICAL

1.

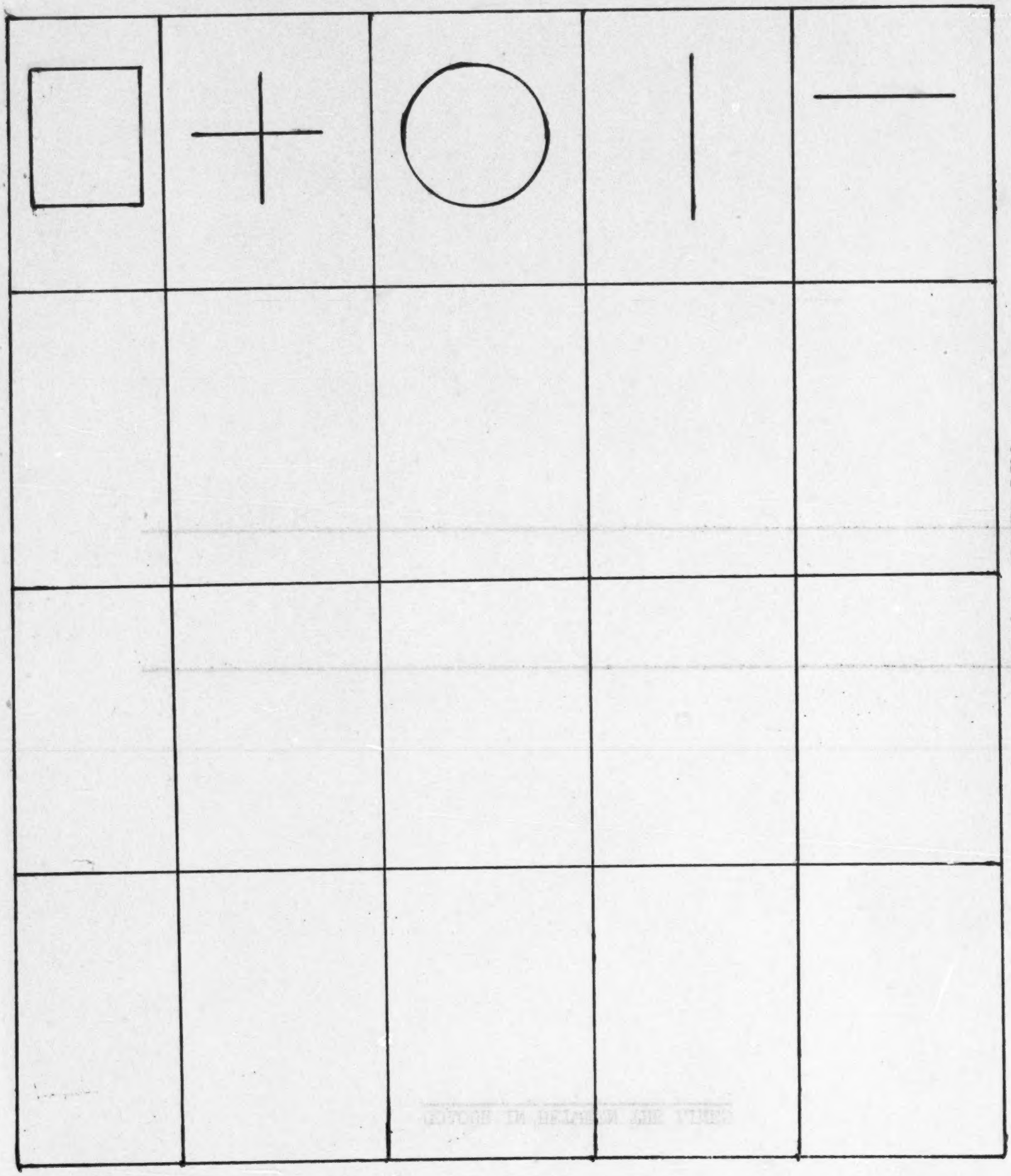
2.

26

Join Dots to make STAR



COPY SHAPES - 3 TIMES -



COLOUR IN BETWEEN THE LINES

COPY LETTERS - 3 TIMES -

A a			
B b			
C c			
D d			
E e			

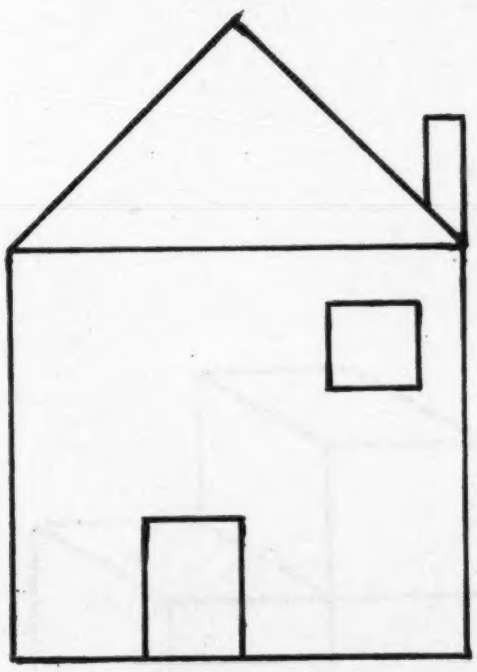
30

31

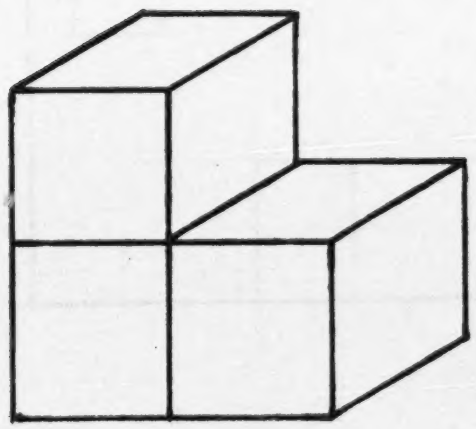
COPY NUMBERS - 3 TIMES -

2			
3			
4			
5			
6			

MAKE A HOUSE, LIKE THIS ONE
USING SQUARES, RECTANGLES AND A TRIANGLE



COLOUR THESE BLOCKS EXACTLY LIKE THE ONES IN FRONT OF YOU ON THE TABLE



(Occupational Therapy Report)

BASIC SKILLS ASSESSMENT

Page 1

DATE _____ THERAPIST _____

DIAGNOSIS _____ DOCTOR _____

REASON FOR ASSESSMENT _____

VISION _____

HEARING _____

TACTILE a) deep touch b) light touch

c) extinction d) reaction to stimuli

MUSCLE TONE _____ MUSCLE STRENGTH _____

RANGE OF MOTION (active & passive) _____

NEUROLOGICAL ACTIVITY _____ If abnormal record on separate sheet

REFLEX LEVEL _____

BALANCE _____

CROSSING MIDLINE _____

DOMINANCE _____ AGREEMENT _____

FINE MOTOR CONTROL _____

GROSS MOTOR CONTROL _____

PLAY _____

LANGUAGE _____ INDEPENDENCE _____

(Occupational Therapy Report)

BASIC SKILLS ASSESSMENT

Page 2.

IMPRESSIONS:

SUMMARY:

PERCEPTUAL MOTOR SKILLS:

FINE MOTOR SKILLS:

GROSS MOTOR SKILLS:

ACTIVITIES OF DAILY LIVING SKILLS:

BEHAVIORAL SKILLS:

OTHER:

RECOMMENDATIONS:

PERCEPTUAL MOTOR SKILLS

ACTIVITY NO.	DATE 1		DATE 2		DATE 3	
	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

PERCEPTUAL MOTOR SKILLS

ACTIVITY NO.	DATE 1		DATE 2		DATE 3	
	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

FINE MOTOR SKILLS

CTIVITY	DATE 1		DATE 2		DATE 3	
NO.	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

GROSS MOTOR SKILLS

ACTIVITY	DATE 1		DATE 2		DATE 3	
NO.	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

ACTIVITIES OF DAILY LIVING

CTIVITY	DATE 1		DATE 2		DATE 3	
NO.	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

ACTIVITIES OF DAILY LIVING

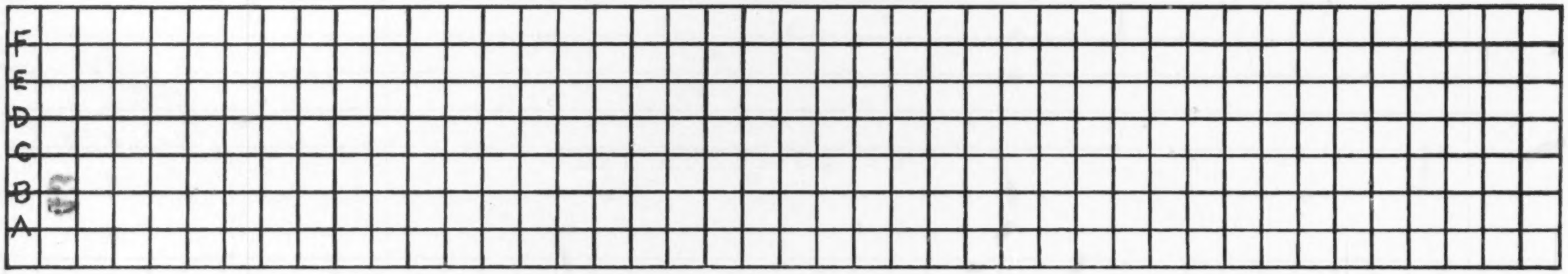
ACTIVITY NO.	DATE 1		DATE 2		DATE 3	
	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS
				..		

BEHAVIOUR

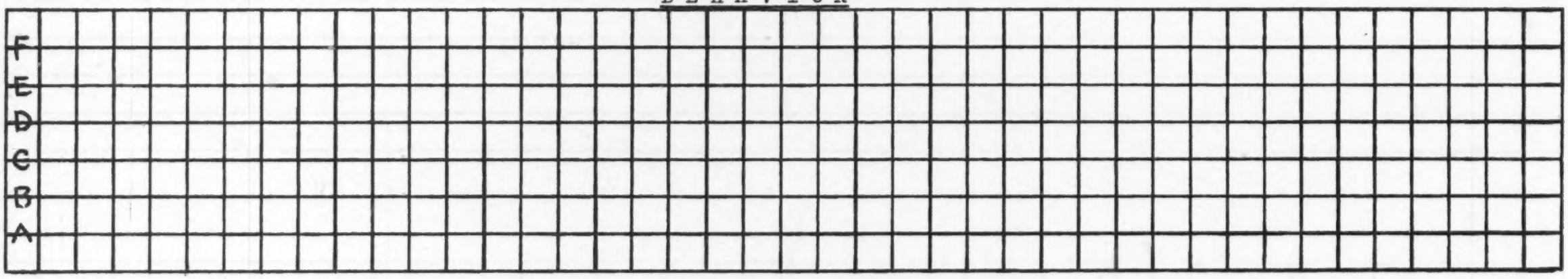
ACTIVITY NO.	DATE 1		DATE 2		DATE 3	
	RATING	COMMENTS	RATING	COMMENTS	RATING	COMMENTS

SKILL PROFILE

GROSS MOTOR SKILLS



BEHAVIOR



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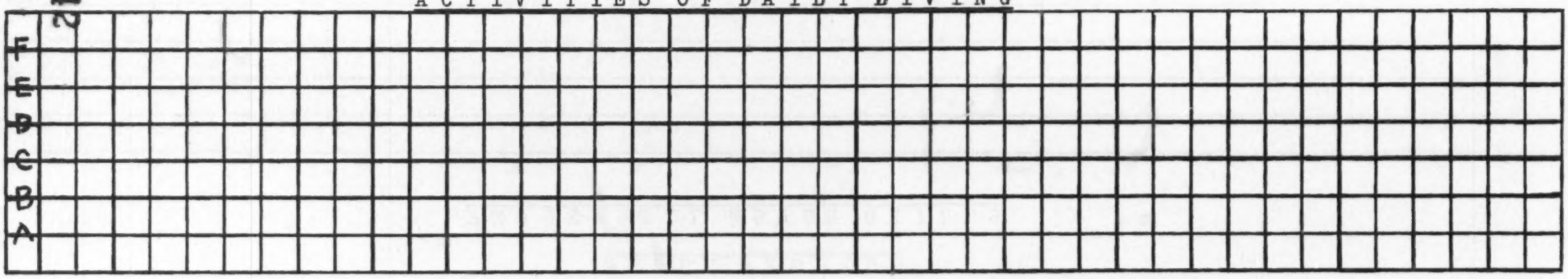
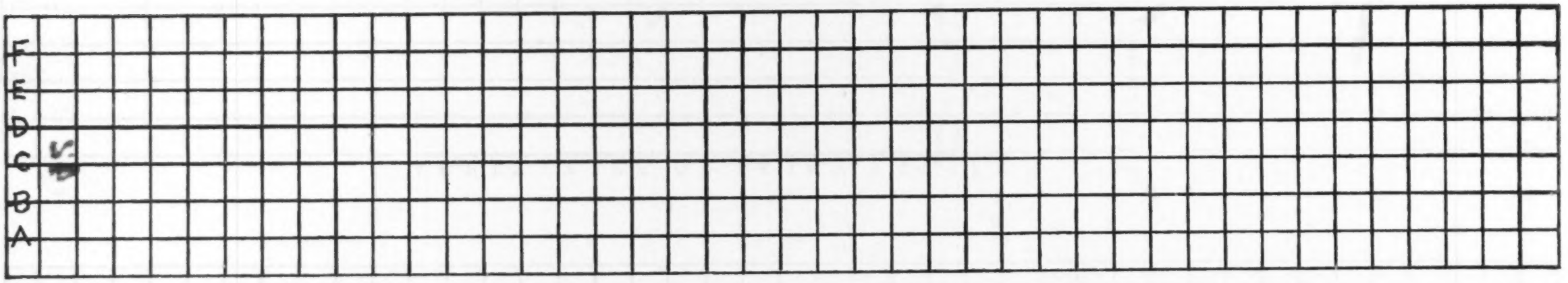
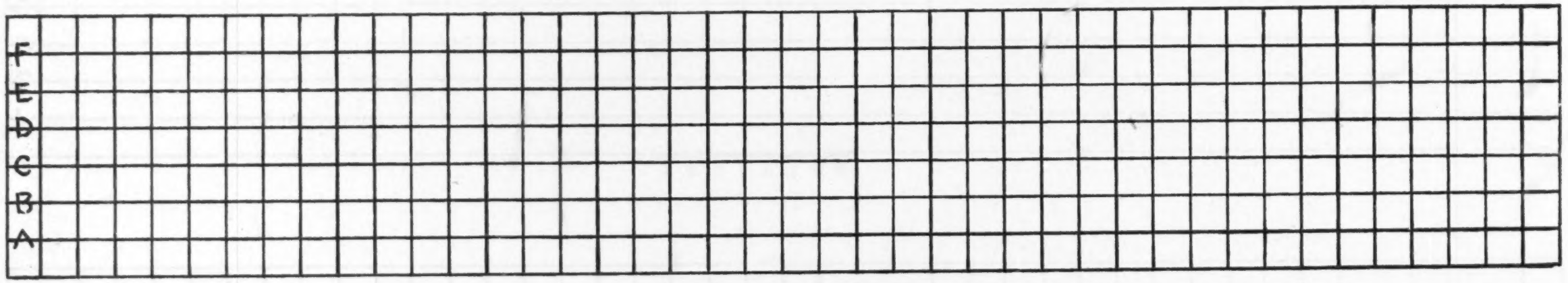
ACTIVITIES OF DAILY LIVING



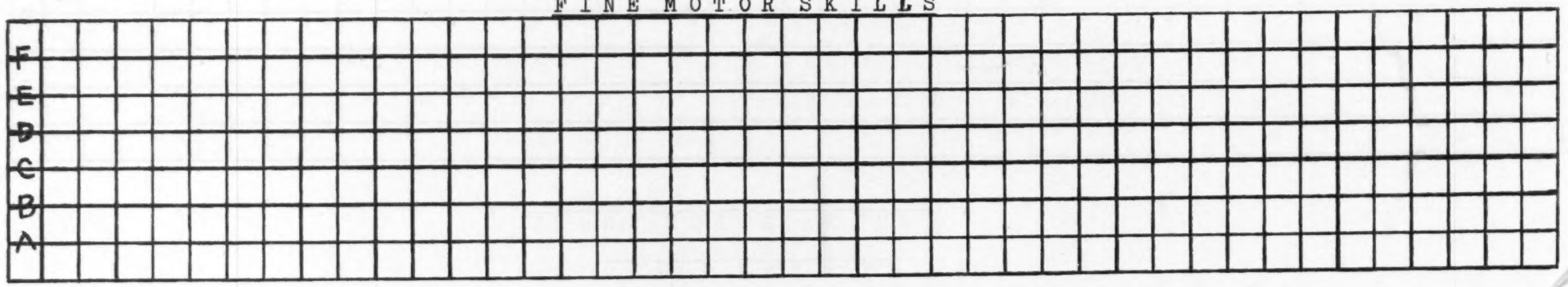
SKILL PROFILE

PERCEPTUAL MOTOR SKILLS





FINE MOTOR SKILLS



TREATMENT PROFILE

NAME:_____ BIRTH DATE:_____ CHART NO:_____

DIAGNOSIS:_____ PRECAUTIONS:_____

ADDRESS:_____ PHONE NUMBER:_____

THERAPIST:_____ DATE Rx STARTED:_____

DATE TERMINATED:_____ FREQUENCY & LENGTH OF TREATMENT:_____

_____ GROUP OR INDIVIDUAL:_____

PARENT PRESENT:_____ OTHER DISCIPLINES PRESENT:_____

TREATMENT AIMS	MEDIA	RATING DATE:													
1.	1.														
	2.														
	3.														
	4.														
2.	1.														
	2.														
	3.														
	4.														
3.	1.														
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4.	1.														
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	4.														

COMMENTS WITH DATE: